



BUILDING STRATEGIC PARTNERSHIPS

Debra Mills

Director, National Career Pathways Network





YOUTH & ADULT PATHWAYS

Microgroup Series



Building Strategic Partnerships

October 2013

Developing Effective Bridge Programs

November 2013

Designing Contextualized Instruction

December 2013

**Integrating Career Planning & Counseling
into Adult Education**

January 2014

**Sustaining Adult Career Pathways:
Funding, Leadership, Policy, & Professional
Development**

February 2014

Using Data for Continuous Improvement

March 2014

**Business Engagement in Supporting the
Education Pipeline**

April 2014

Building Strategic Partnerships



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DEBRA MILLS

- Vice President, Partnerships; CORD
- National Career Pathways Network, Director
- SME; OVAE Career Pathways Initiative
- SME; DOL Career Pathways Initiative
- National keynote speaker & workshops
- Previously practitioner
 - Community College workforce development grants
 - Instructor; secondary & postsecondary level





- Recording from:

San Antonio 2013
October 13-15 (Sun-Tues)
Grand Hyatt San Antonio, Texas
NATIONAL CAREER PATHWAYS NETWORK CONFERENCE

The NCPN logo is a blue square with a green mountain range and a white path leading up to it. The letters 'NCPN' are written in white at the top.



- **Webinar topics:**
 - » Partnership goals
 - » Who are the players?
 - » Defining the structure
 - » Roles & responsibilities
 - » Developing a program of work
 - » Partnership sustainability



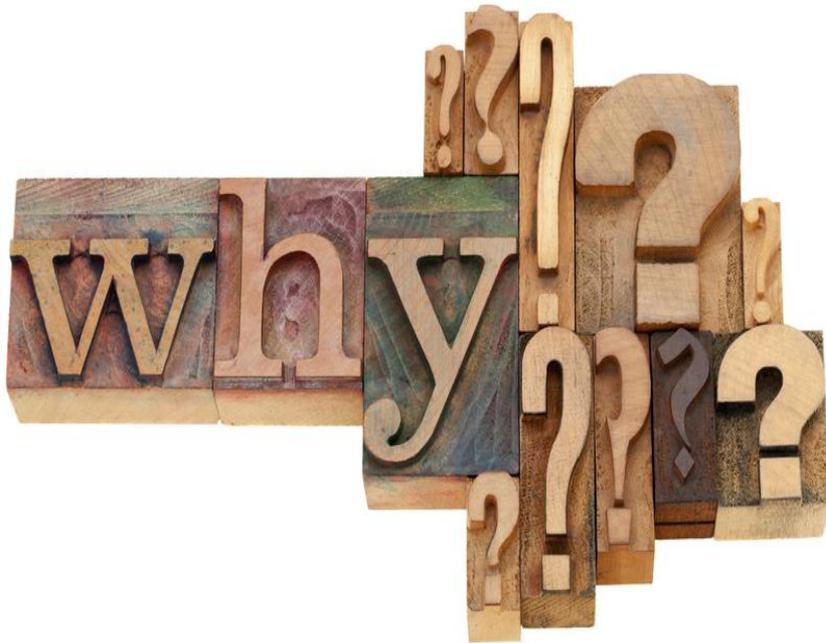
Partnership Goals





Carl D. Perkins Career and Technical Education Improvement Act of 2006, Section 2:

- Support **partnerships** among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, technical colleges, workforce investment boards, business and industry, and intermediaries





POS: 10 Components

“...OVAE has issued a design framework to clarify/define POS requirements (*Perkins*) ...”

- 10 supporting elements
- Useful quality assurance marker
- Provides suggested readiness & capacity guidance

**Programs of Study:
Local Implementation
Readiness and Capacity
Self-Assessment**
A Tool for Local College and Career Readiness

Prepared under contract to
Office of Vocational and Adult Education,
U.S. Department of Education

MPR Associates, Inc.
2150 Shattuck Avenue, Suite 800
Berkeley, CA 94704

Contact
Elizabeth Jardine
Steve Klein
Jim Schoelkopf

August 2010





1. Legislation And Policies
2. Partnerships
3. Professional Development
4. Accountability And Evaluation Systems
5. College And Career Readiness Standards
6. Course Sequences
7. Credit Transfer Agreements
8. Guidance Counseling And Academic Advisement
9. Teaching And Learning Strategies
10. Technical Skills Assessments





Partnerships

Self-Assessment Ranking of Current Implementation Status and Importance to Your Implementation

Rank your development and implementation progress for Partnerships according to the measurement criteria listed. Determine the level that most closely aligns with the progress made toward Partnerships development and implementation. The self-assessment is intended to be an authentic gauge of actual implementation. Results from the self-assessment can be used to target areas for technical assistance and professional development. An analysis of the level of importance can assist in establishing the priority and possible timeline for implementing technical assistance and scheduling professional development.

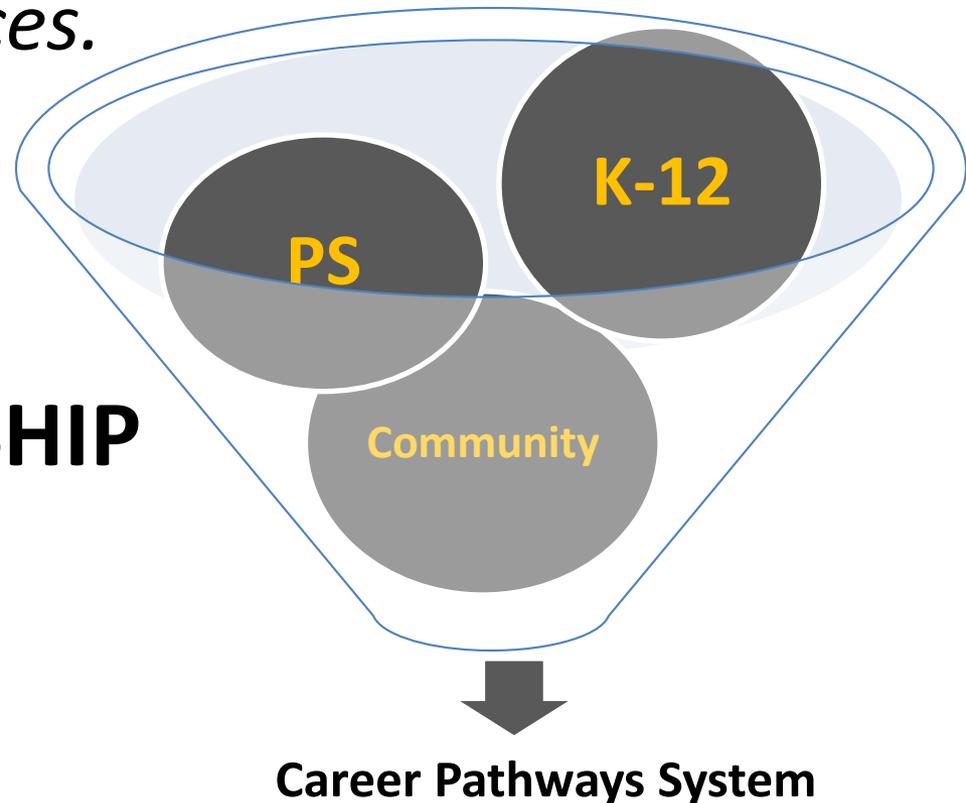
Implementation Characteristics	Current Status	Importance
The partnership operates through a memorandum of understanding that describes the roles and responsibilities of each member of the partnership.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
The partnership—balanced with a variety of stakeholders and persons who can influence policy decisions that affect the program of study—meets regularly to consider actions requiring input from program stakeholders and employers.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
The partnership hears progress reports, makes recommendations and receives administrative feedback on actions taken on prior recommendations addressing the following: economic and workforce development needs, funding, POS content standards, assessments documenting student attainment of technical skills, student college and career transitions, and the availability of the dual or concurrent credit opportunities.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
The partnership takes ownership of the program of study and works with educational leadership to ensure a relevant, high-level of implementation at the local level.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
The partnership advocates for learner access, monitors content rigor, and ensures quality of POS and the related articulation agreements between educational partners.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
The partnership committee uses the national career cluster advisory committee resources or state resources.	<input type="checkbox"/> None <input type="checkbox"/> In Progress <input type="checkbox"/> Operational	<input type="checkbox"/> Low <input type="checkbox"/> Important <input type="checkbox"/> Critical
Overall Status Summary	Current Status	Importance
After considering each of the implementation characteristics, please rank: 1) your current status of POS Partnerships implementation; and 2) the level of importance this element has to your POS implementation. Transfer these rankings to the Self-Assessment Summary to compare the status and importance of this element to the other POS framework elements.	❶ None ❷ In Progress ❸ Operational	❶ Low ❷ Important ❸ Critical



It's not just about resources.

It's about...

....IDEAS & LEADERSHIP





**BEGIN
WITH
THE END
IN MIND**

Covey 1989

- Connect education to the economy
- Better return on investment
- Increase quality of workforce
- Increase skill sets
- Leverage resources
- Support student success



What are your partnership goals?

Partnerships

Self-Assessment Ranking of Current Implementation Status and Importance to Your Implementation

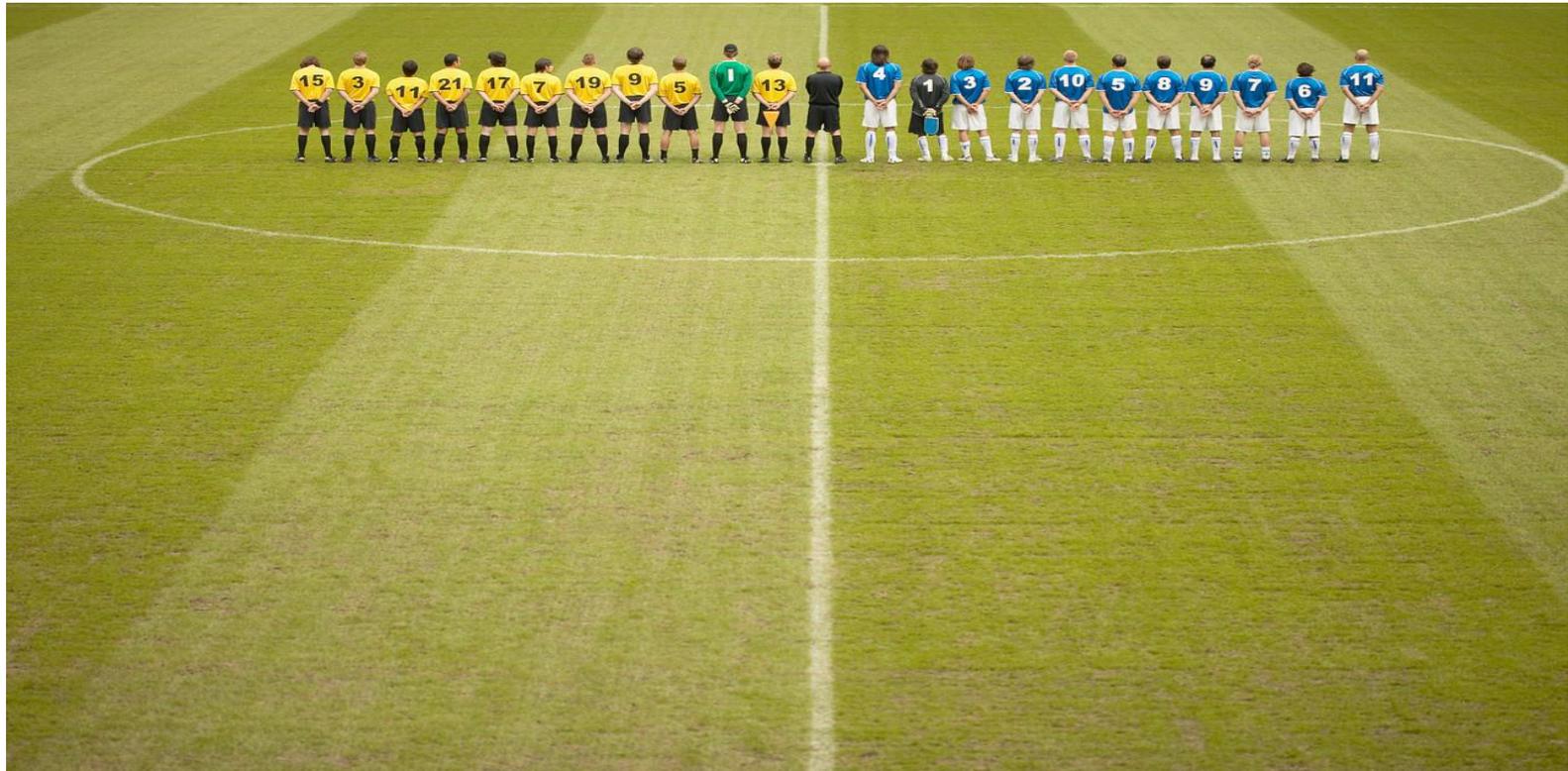
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Partnership Members: Who are the players?





K-12 Education

Postsecondary

Employers

**Community-
based
organizations**

**Workforce
entities**

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K-12 Education

School districts; high schools; career centers; career academies; CTE programs; College and Career Readiness; dropout prevention; and resource training; student organizations

Postsecondary

Career services; adult education; occupational programs; developmental education; continuing education; workforce development; customized training; financial aid





Employers

- Employers, chambers of commerce; economic development; labor associations

Employers, employers, employers!

- Developing the product for employers (or supporting)





Workforce entities

P-12 or P-16 or P20 councils; workforce board; one-stop centers

Community-based organizations

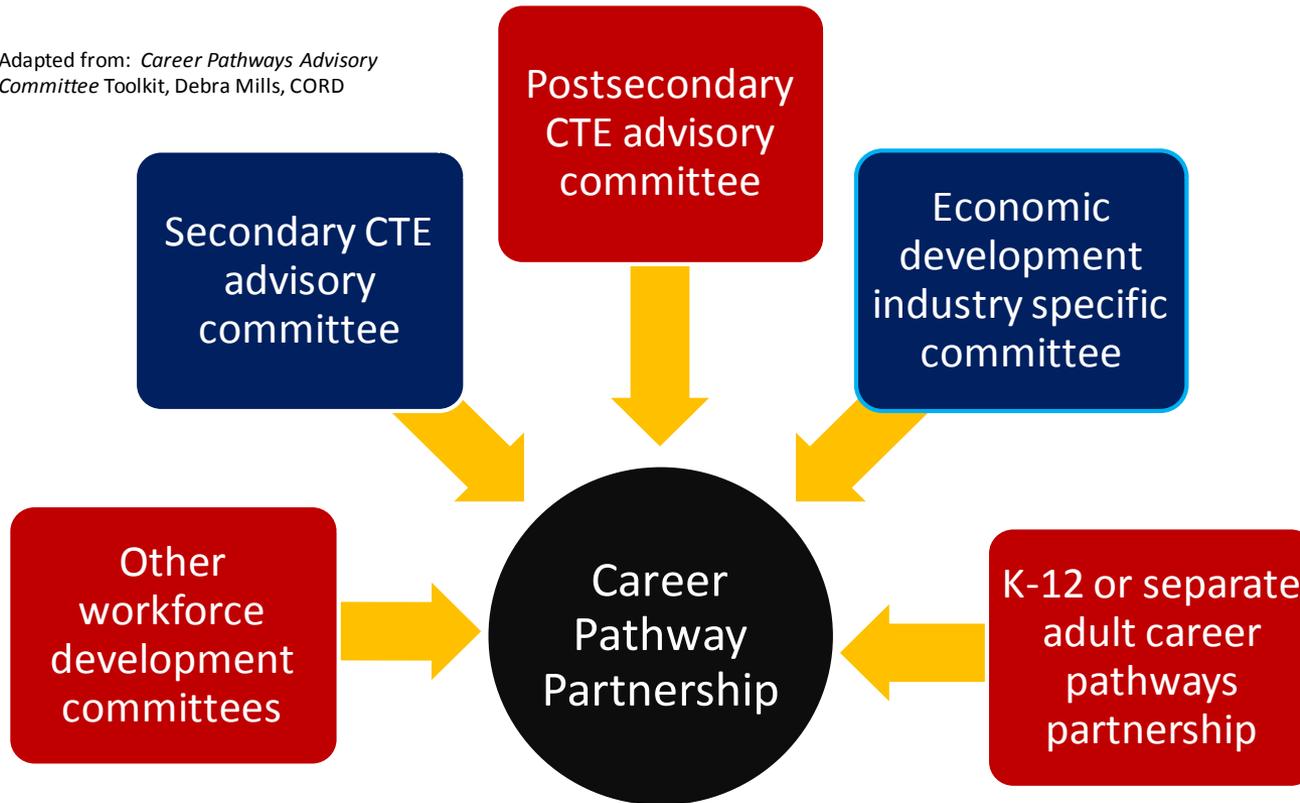
Social service agencies; faith-based organizations; local governmental agencies; other volunteer organizations





Existing partnerships and initiatives

Adapted from: *Career Pathways Advisory Committee Toolkit*, Debra Mills, CORD





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Category	Suggestions	Local players
K-12 Education	School districts; high schools; career centers; career academies; CTE programs; College and Career Readiness; dropout prevention; and resource training; student organizations	
Postsecondary	Career services; adult education; occupational programs; developmental education; continuing education; workforce development; customized training; financial aid	
Employers	Employers, chambers of commerce; economic development; labor associations	
Workforce entities	P-12 or P-16 or P20 councils; workforce board; one-stop centers	
Community-based organizations	Social service agencies; faith-based organizations; local governmental agencies; other volunteer organizations	
Others:		

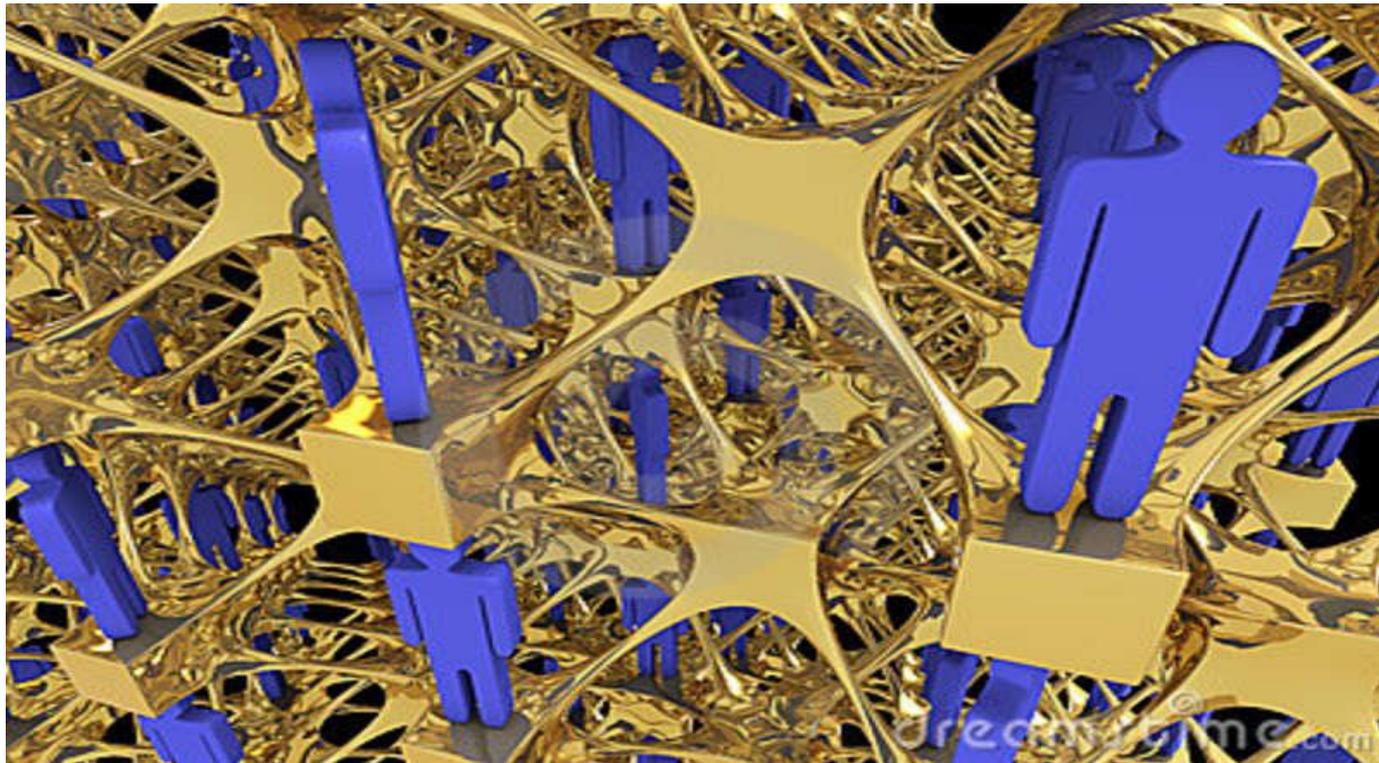
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Defining the Structure

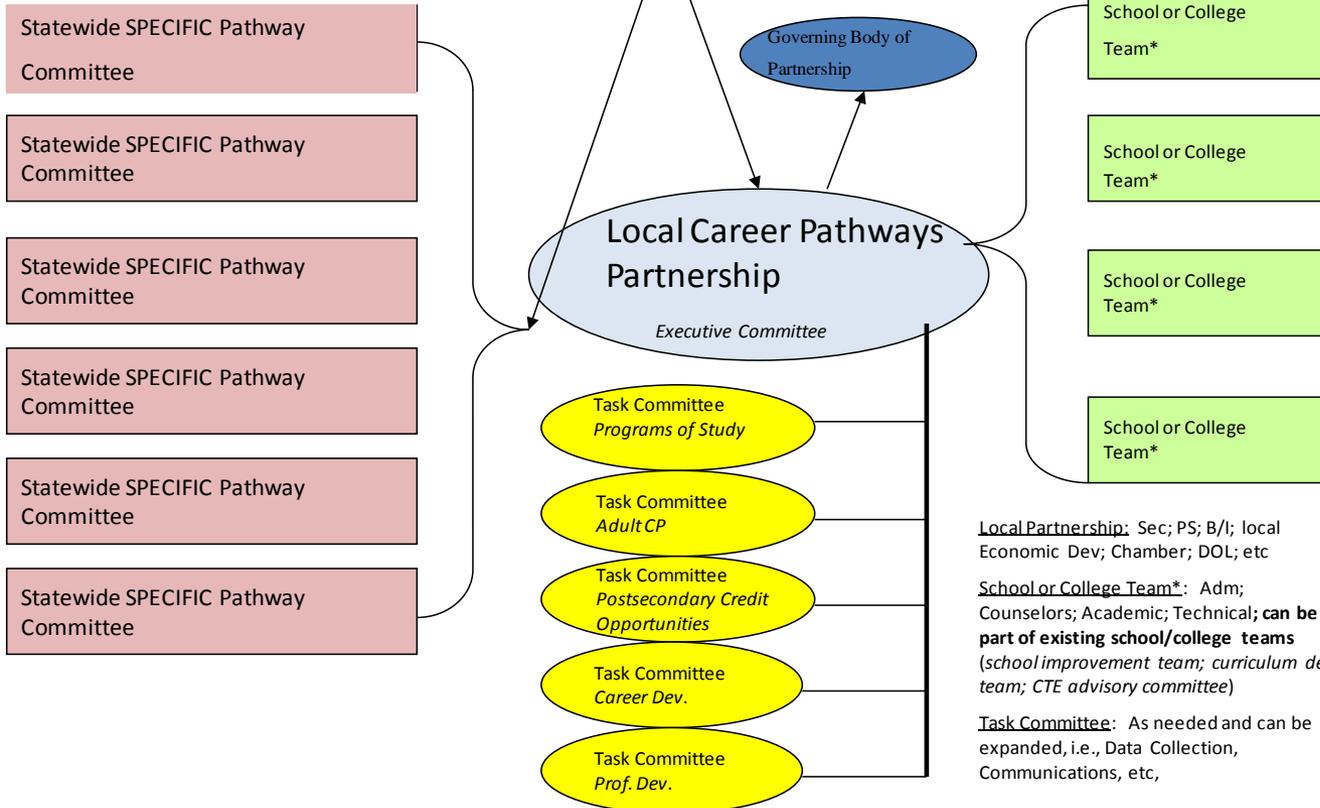


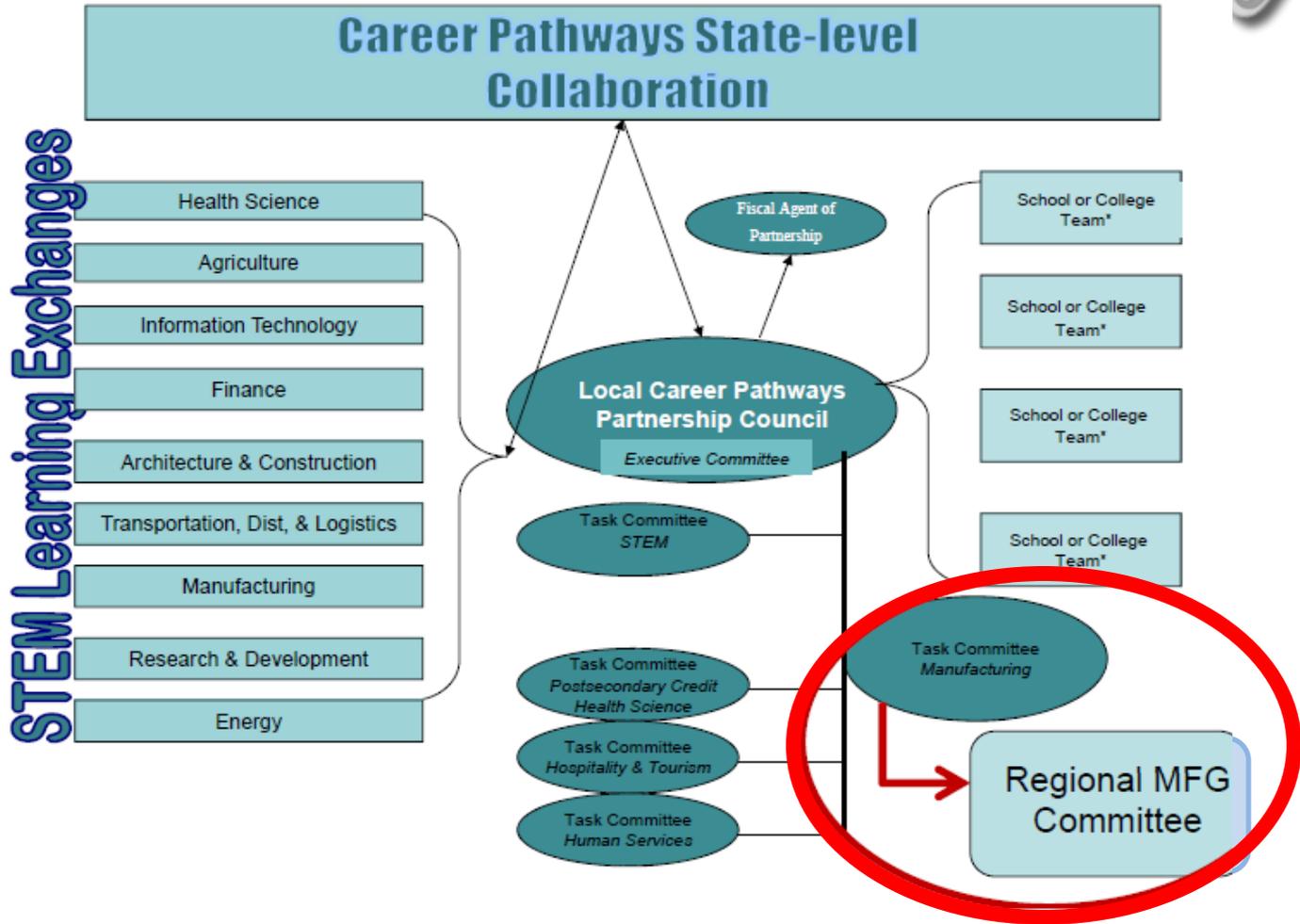


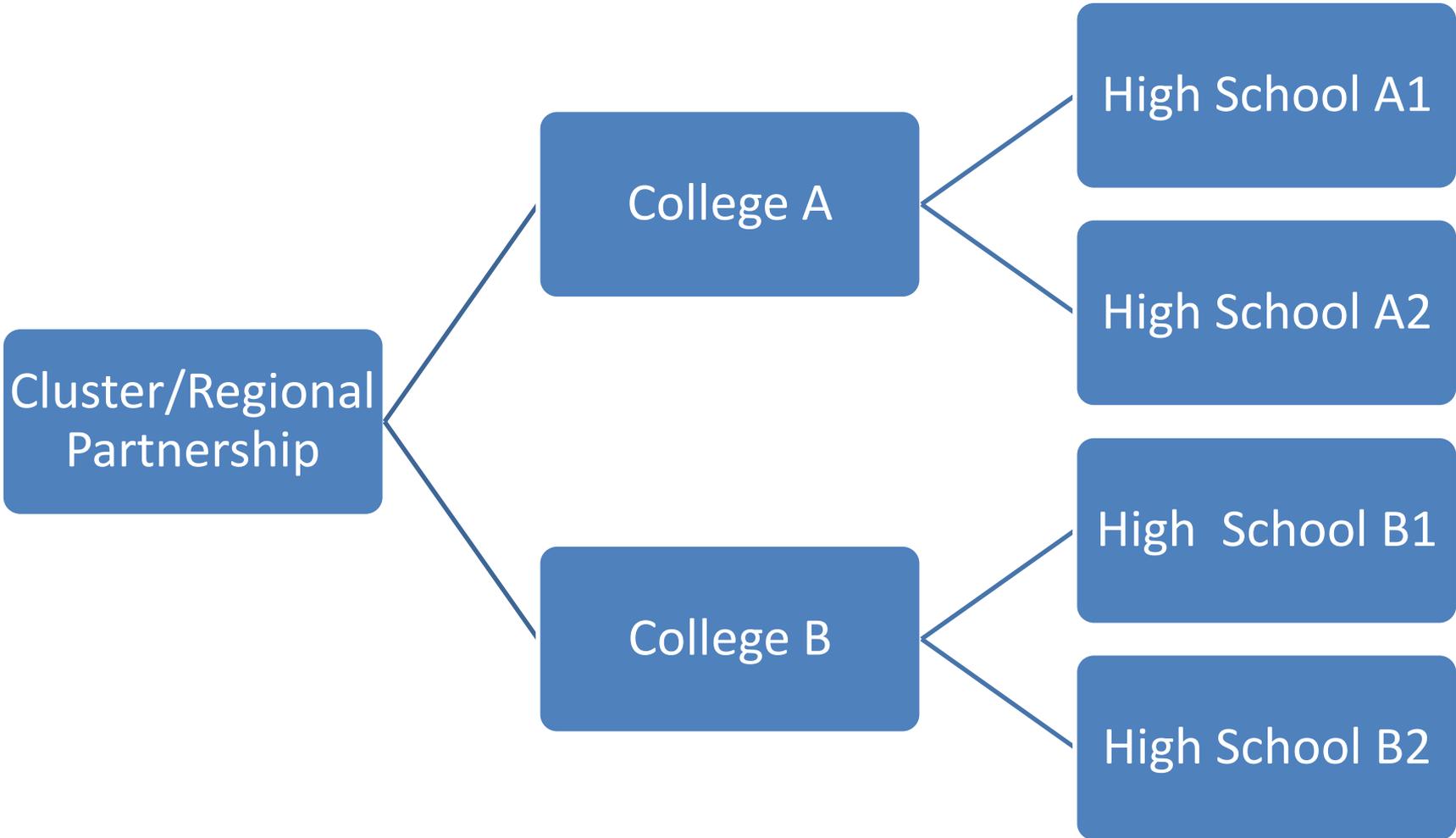


Career Pathways State Committee

Governor's Strategic Industries
& Other Targeted Industries











- Are there existing successful and active structures?
- Who is missing?
- Can you visualize your structure?



Roles & Responsibilities





Roles & Responsibilities

K-12 Education:

- college and career readiness standards
- course sequences
- contextual teaching
- career development system
- transcribed credit

Adult Education:

- program design
- curriculum development
- bridge programs
- techniques for teaching lower-skill adults
- basic literacy, math, and computer skills
- English as a second language
- assessment tools



Roles & Responsibilities

Postsecondary:

- linkages between credit and non-credit
- chunking and modularizing of program
- articulation agreements to promote portability
- support services
- financial aid

Community-based organizations:

- referrals and recruitment
- support services
- marketing
- case management
- financial assistance (e.g. food stamps, dependent care, transportation)





Roles & Responsibilities

Employers:

- identify occupations (demand & emerging)
- selection of industry certifications/credentials
- identify skill sets (*essential; workplace; foundation; soft skills; employability*)
- career ladder info
- curriculum development
- internships & project-based learning
- mentors
- employment
- funding (tuition reimbursement)
- externships for faculty
- judges for CTSOs and project/performance-based assessments



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Specific Roles & Responsibilities		
Category	Local players	Specific Roles & Responsibilities
K-12 Education: School districts; high schools; career centers; career academies; CTE programs; College and Career Readiness; dropout prevention; and resource training; student organizations		
Postsecondary: Career services; adult education; occupational programs; developmental education; continuing education; workforce development; customized training; financial aid		
Employers: Employers,		

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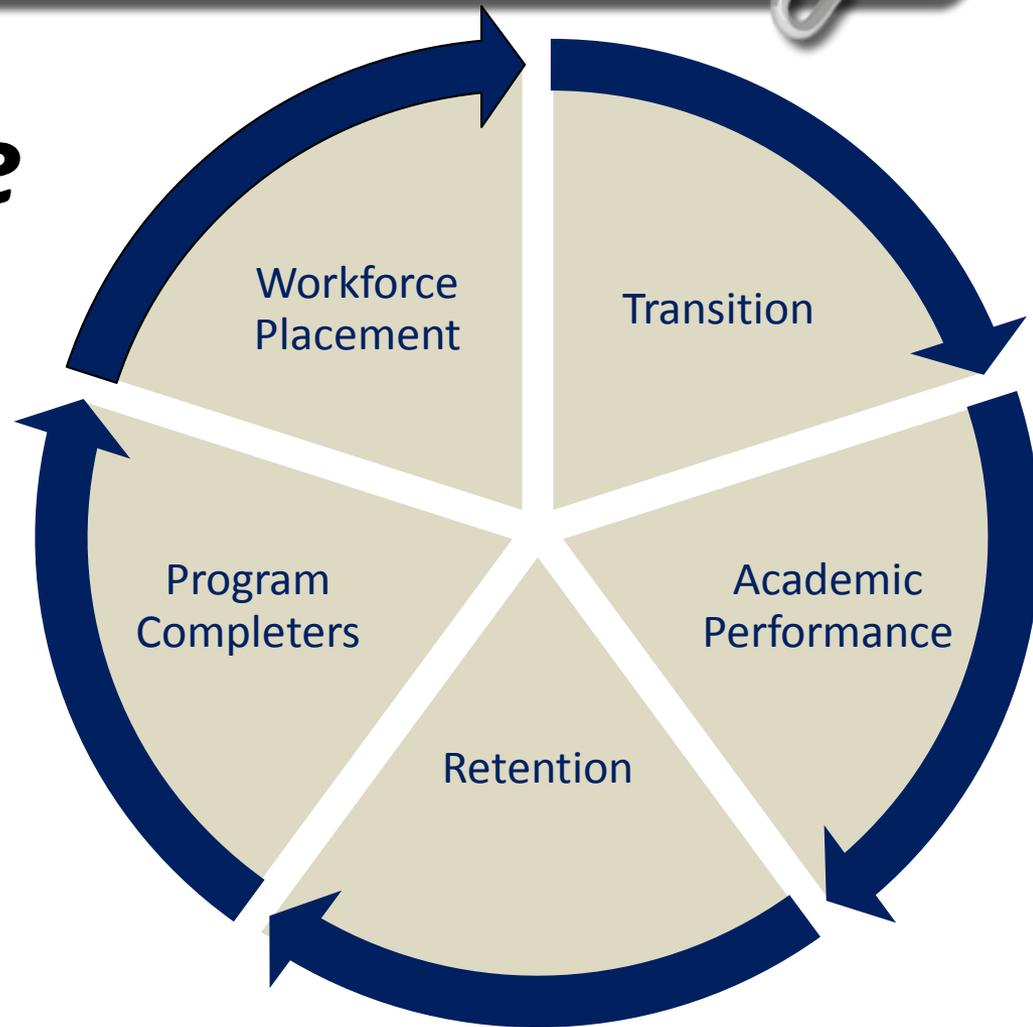
Developing a program of work

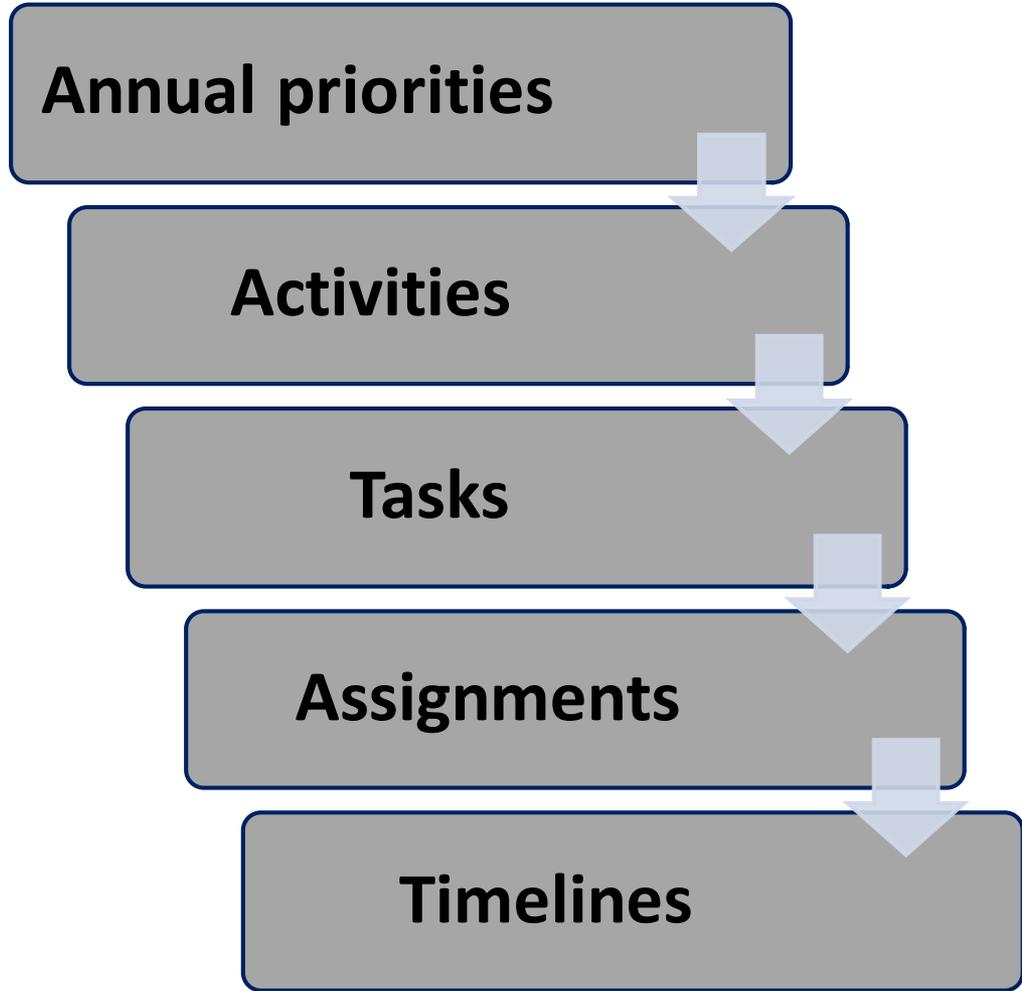




Begin with the End in Mind

- What are the partnership's goals?





Adapted from: *Career Pathways Advisory Committee Toolkit*, Debra Mills, CORD





Partnership Sustainability





Sustainability

- Formal or Informal?
- Collaboration *based on individuals?*
Okay in beginning....but will not sustain....people leave
- **MOU**- Memo of Understanding



MOU or By-Laws (*Operational Procedures*)

- Name of partnership
- Mission
- Organization & governance
- Membership of Council:
Election & vacancies; Time & date; Attendance; Roles & Responsibilities
- Executive Committee:
Designation & vacancies;
Term & time of election;
Duties
- Chairperson: Designation;
vacancies; Term & time of
election; Duties
- Local Partnership Manager:
Duties
- Elections: Terms and time
- Meetings: Annual; Regular;
Special; Notice of mtgs;
Quorum
- Task Committees
- Accountability
- Dissolution & Amendments



Formalizing Structure Notes

Item	Notes for Developing By-Laws
Name of the committee	
Purpose	
Membership guidelines	
Officers	Corresponding duties
Meeting guidelines	
Subcommittee	Details or assignments
Parliamentary authority or operating procedures	
Amendment procedures	Adapted from: <i>Career Pathways Advisory Committee</i> Toolkit, Debra Mills, CORD



Our Short Time Together....

- Partnership goals
- Who are the players?
- Defining the structure
- Roles & responsibilities
- Developing a program of work
- Partnership sustainability

Next Steps:

- Post webinar
- Additional Resources
- Additional Discussion
- dmills@cord.org